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## Educational Writings

### I. REVIEWS AND BOOK NOTES

*Social studies.*—It has been evident for some time that the schools will demand a new type of material dealing with present-day social situations. The awakening of a national consciousness through the war and the grave economic problems which have followed the war have created an interest in social conditions which never existed before, and they have impressed the teachers and boards of education with the necessity of modifying the course of study in all grades of schools so as to give children more material that will prepare them directly for citizenship. The preparation of material to satisfy this demand has required a little time. It may be expected that from this period on a great many experiments will be tried by various publishers and authors. The books which have already come are therefore to be looked upon as the forerunners of a long series dealing with similar topics.

Two of the new books deal with an aspect of social life which has been almost entirely absent from consideration in American schools, namely, the peculiarities of various nationalities. Miss Tuell has prepared a very useful outline<sup>1</sup> of a series of references, beginning with a study of the European nations followed in the last chapters of the book by notes on oriental nations and the nations of the Philippine Islands. This book does not attempt to deal directly with the peculiarities of Americans and with the special institutions of this country, but it lays the background for such a study of our own nation by giving an account of the other nations. In the preface and in the introduction the book stimulates inquiry by the problem method into the characteristics of American life.

Books of this sort are undoubtedly useful to teachers who have access to well-equipped libraries and are themselves trained to get the materials out of these libraries, but the movement which Miss Tuell represents will hardly be successful until someone has prepared in detail and in a form that can be presented to children the materials that she has gone over in outline. The book is in this sense a first step in the direction of actual school use of this sort of material.

The second book<sup>2</sup> dealing with a like problem is prepared for the use of Americanization classes and for the use of schools where collateral material on American national life will be acceptable. It is written from a more mature point of view than the book of Miss Tuell, and it is doubtful whether the whole of it can be successfully employed even in the upper grades of the elementary school.

<sup>1</sup> HARRIET E. TUELL, *The Study of Nations*. *Riverside Educational Monographs*, edited by Henry Suzzallo. Boston: Houghton Mifflin Co., 1919. Pp. xvi+189. \$0.80.

<sup>2</sup> EMORY S. BOGARDUS, *Essentials of Americanization*. Los Angeles: University of Southern California Press, 1919. Pp. 303.

Mr. Bogardus lived for a time in a university settlement in the city of Chicago. Here he came in contact with all sorts of nationalities under conditions that tended to impress on his mind the peculiarities of American life and the reasons why European nations emigrated in such numbers to this country.

The book opens with chapters on American traits such as liberty and self-reliance, union and co-operation, democracy and the square deal. In these chapters Mr. Bogardus attempts to show how the new social conditions of the Western World stimulate a type of thinking and a type of living which would be impossible in the older countries of Europe. He follows these introductory chapters by a discussion of racial history, taking the Indian, the negro, and the mountaineer of the Appalachian region as striking cases for description. In Part Three of the book is an account of the reinforcement of the American nation through immigration.

The spirit of the two books thus reviewed indicates very clearly the enthusiasm which has spread over the whole world for a recognition of national traits and a conservation of national independence. The impressive fact in both of these books is that the United States can never arrive at a full appreciation of the meaning even of its own national life without a study of other nations. Americanization as contemplated by these authors is not, therefore, a narrow and provincial subject; it is as comprehensive as the human race.

The novel experiments represented in the two books just reviewed will perhaps attract more attention than experiments in reworking material that has often been suggested as useful in the schools, but it is quite as important that we have a series of books that shall reformulate economic and social material as that new experiments in the study of nations be devised.

Professor Carlton has written a simple introduction to economics<sup>1</sup> which will undoubtedly be widely used in the schools that are interested in introducing children to the problems of industry. The book opens with a discussion of the fact that everyone must make a living. The different ways in which men make their livings by the simpler and more complex forms of industrial life are then described in detail. The farmer's efforts to make a living are described in such a way as to compare them with the efforts of the worker in a factory. Some historical material is introduced to show how the present situation has grown up. Following this introductory treatment of the efforts of different classes of people come chapters dealing with the broader organized efforts of society to solve the problems of transportation and business organization. Toward the end of the book are chapters on finance and banking and other forms of organized economic society.

The style of the book is simple enough to justify its introduction into the upper years of the elementary school. The material is of so vital a type that it deserves recognition in all schools. Where the special problem is that of preparing children for trades this book will serve to give a broader view of the individual's place in industry and will undoubtedly supplement the trade spirit of the special school. Where, on the other hand, social problems are being taken up in the light of history and the other academic subjects, this book will create a more vivid realization of the problems of life immediately surrounding the school.

<sup>1</sup> FRANK TRACY CARLTON, *Elementary Economics*. New York: Macmillan Co., 1920. Pp. viii+212.

There can be no doubt that we shall have more efforts of the sort represented by this book of Professor Carlton, and these efforts ought to be welcomed by elementary teachers, many of whom are quite as much in need of information about the organization of society as are the pupils in their classes.

A fourth book which deals with social problems of a familiar type was prepared and privately published by the superintendent of schools of Frontenac, Kansas. This book<sup>1</sup> is a description of a single community. It describes in detail the facts of community life well known to the superintendent and passes from this discussion to the broader problems of economic and social life. There is a good deal of the author's personal bias brought out, especially in the later chapters where he deals with educational problems. He evidently regards the distinction commonly made in college between Freshmen and Seniors as a thoroughly pernicious and undemocratic form of life. He spends a good deal of time detailing the sorrows of the Freshman who is roughly handled by upper classmen and points out that all this is intolerable under his definition of democracy. One has some difficulty in sympathizing with the author's extended comment along these lines. The fact is that democracy does not require that everybody shall be treated as equal from the beginning of life. The view of the present reviewer is that there are a great many Freshmen who are not yet prepared to be admitted to a democracy. They ought to be brought up by their elders in such a way that they will be able later to function in society with due regard to its responsibilities and privileges. Mr. Minckley's book is likely to send a group of high-school Seniors to college with a somewhat exaggerated notion of their personal rights.

The whole situation here commented on at length shows clearly the difficulty of teaching social studies in the schools without introducing some of the purely individualistic notions which are seriously going to embarrass these subjects as they come into the schools. There will be a very marked tendency, not only in such matters as have been considered in connection with this book but also in the broader treatment of labor problems and problems of social finance, to try out all sorts of schemes that are dear to the hearts of individual authors. The schools will have to go through this type of experimentation and the greatest caution ought to be exercised by makers of books and by users of books to see to it that the movement for social studies in the school is not jeopardized by a type of dogma that is as dangerous to this movement as it has been to the development of a broader spirit of religious tolerance.

A fifth book,<sup>2</sup> prepared by Messrs. Blaisdell and Ball, is familiar enough in its type but shows a growing interest in the personalities that help to develop our country. As supplementary reading for history classes or as general reading in the English course this book furnishes many stimulating illustrations of the struggles through which American civilization passed in its early years.

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*University co-operation in educational research.*—State universities have found it very advantageous in the development of their departments of education

<sup>1</sup> LOREN STILES MINCKLEY, *Americanization Through Education*. Frontenac, Kansas: L. S. Minckley, superintendent of schools, 1917. Pp. 304.

<sup>2</sup> ALBERT F. BLAISDELL and FRANCIS K. BALL, *Pioneers of America*. Boston: Little, Brown & Co., 1919. Pp. vii+154. \$0.65.